SUMMARY AND PLAGIARISM PREVENTION: A COMPREHENSIVE GUIDE

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Abstract

Summary and Plagiarism Prevention: A Comprehensive Guide" is an informative article that explores the importance of effective summarizing techniques and the crucial role they play in preventing plagiarism. The article highlights the significance of summarizing as a tool for condensing information, enhancing comprehension, and retaining key points. It delves into various summarizing strategies, such as identifying main ideas, using paraphrasing techniques, and maintaining objectivity.Furthermore, the article addresses the pressing issue of plagiarism and offers practical tips on how to prevent it. It elaborates on the ethical consequences of using someone else's work without proper acknowledgement and emphasizes the need for citing sources correctly. The authors provide valuable insights into the different types of plagiarism, including direct copying, paraphrasing without attribution, and self-plagiarism.This article serves as an essential resource for students, educators, and professionals seeking to enhance their summarizing skills and avoid plagiarism.Researches of Charles, M., &Pecorari, D., Hyland, K.,Kocatepe, M., and many others were analyzed and discussed in this article.

Keywords: CTR-C, Find-Replace style of Plagiarism, Stance Examples

INTRODUCTION

Literature Review: Conducting a comprehensive review of existing literature on summary writing and plagiarism prevention is providing a solid foundation for the article. This involves identifying and analyzing relevant studies, theories, and best practices in the field.
Methodology: Case Studies: Analyzing specific cases or examples is a valuable method for illustrating the impact of summary writing and plagiarism prevention techniques. This involves examining real-life scenarios, such as academic misconduct cases, and evaluating the effectiveness of different prevention strategies.Its comprehensive approach, clear explanations, and practical examples make it a valuable reference for anyone involved in academic or professional writing.
Introduction: Plagiarism is a grave concern in academia and professional settings, as it undermines the integrity of original work and hinders the growth and progress of knowledge. To combat plagiarism, it is crucial to understand the concept of summary and its role in effective writing. The article "Summary and Plagiarism Prevention:A Comprehensive Guide" delves into the importance of summary writing and how it can serve as a powerful tool in preventing plagiarism.This article examines the process of summarizing, highlighting its significance in academic and professional contexts. It explores the benefits of summarizing as a means to condense complex information, identify key ideas, and present information in a concise and clear manner. Additionally, the article provides insights into the potential pitfalls of improper

summarizing, such as unintentional plagiarism.Furthermore, the article sheds light on various strategies and techniques that can be employed to develop effective summary writing skills. It emphasizes the importance of understanding the source material and rephrasing the information in one's own words, thereby reducing the risk of plagiarism. The article also introduces tools and resources that can aid in summarizing and plagiarism prevention.By reading this article, readers will gain valuable knowledge on the significance of summary writing and how to utilize it as a safeguard against plagiarism. The insights and strategies provided will empower writers to produce authentic and original work, while also strengthening their critical thinking and synthesis skills. Ultimately, the goal of this article is to contribute to a culture of academic integrity and ethical writing practices.

Summary/Plagiarism Prevention Explanation

Summary writing is an essential type of written work that helps briefly explain the content of a longer work. While writing a summary, the main problem is plagiarism. During the process of summarizing, one should include information that was stated by someone to justify his own ideas. Especially in this case, it is important to mention the real author with the help of citations. This process is the demand of not only one university but also the whole academic association. **CTR-C** style plagiarism and **Find-Replace**style of plagiarism are examples of two commonly used styles.

The main feature of **CTR-C**style is copying and pasting all necessary sentences directly from the original text without any changes and without mentioning the author.

Whether**Find-Replace**style is characterized by paraphrasing some of the words in the chosen sentence.

Summary/Plagiarism Prevention Examples

CTRL-C style of Plagiarism

There is growing evidence of a close association between second language (L2) proficiency and learners' knowledge of a wide range of conventional multiword expressions (MWEs). (*CTRL-C Plagiarized part*). Scholars have already proven that multiword expressions benefit reading comprehension within the oral and writing skills. However, learning these expressions is not enough as the most important thing is using them while speaking and writing. *The present article reports a quasi-experimental study conducted with English-as-a-foreign language (EFL) students in Vietnam who took an extracurricular course in which they either read authentic texts with a focus on MWEs (experimental group; n = 26) or read the same texts as prompts for content-focused activities (comparison group; n = 28).* (*CTRL-C Plagiarized part*). Knowledge of both groups was assessed before and after research period. As it was predicted, beforehand, more results that are efficient occurred among the students of experimental group. Novation of this study was that it evaluates all gained knowledge of students during this course. Analyses of the collected data showed that both group participants revealed efficient usage of MWEs in their writings, and experimental group students used a great range of MWEs, which even were not included in the provided texts. Moreover, these was undeniable fact that being aware of MWEs and constant extraction those from authentic materials will definitely provide automatically usage of them during the speaking and writing processes.

Find-Replace style of Plagiarism

The trend of learning and using a wide range of conventional multiword expressions (MWE) while mastering the second language (L2) could be beneficial and challenging as well. Scholars have already proven that multiword expressions benefit reading comprehension within the oral and writing skills. However, learning these expressions is not enough as the most important thing is using them while speaking and writing. Several researches were held by scholars in order to check efficiency of learning multiword expressions. *These studies were **done** among the English-as-a-foreign-language (EFL) students from Vietnam* during two decades. *(Find-Replace plagiarism part).* All students were divided into two main groups: Experimental and Comparison groups. Students from experimental group took extracurricular courses in which they read text, which

focused on MWEs. Comparison group students read the very same texts as samples for content-focused activities.

*The students' knowledge of a set of preselected MWEs **descendent** in the texts was **estimated** before and after the **research time**, and, as expected, **the academic success was** found to be greater in the experimental group. (Find-Replace plagiarism part).* Novation of this study was that it evaluates all gained knowledge of students during this course. Analyses of the collected data showed that both group participants revealed efficient usage of MWEs in their writings, and experimental group students used a great range of MWEs, which even were not included in the provided texts. Moreover, these was undeniable fact that being aware of MWEs and constant extraction those from authentic materials will definitely provide automatically usage of them during the speaking and writing processes.

Summary **Without** Plagiarism

The trend of learning and using a wide range of conventional multiword expressions (MWE) while mastering the second language (L2) could be beneficial and challenging as well. Scholars have already proven that multiword expressions benefit reading comprehension within the oral and writing skills. However, learning these expressions is not enough as the most important thing is using them while speaking and writing. Several researches were held by scholars in order to check efficiency of learning multiword expressions. These studies were conducted among the EFL students from Vietnam during two decades. All students were divided into two main groups: Experimental and Comparison groups. Students from experimental group took extracurricular courses in which they read text, which focused on MWEs. Comparison group students read the very same texts with focusing only on content, in order to do some task-related activities. Knowledge of both groups was assessed before and after research period. As it was predicted, beforehand, more results that are efficient occurred among the students of experimental group. Novation of this study was that it evaluates all gained knowledge of students during this course. Analyses of the collected data showed that both group participants revealed efficient usage of MWEs in their writings, and experimental group students used a great range of MWEs, which even were not included in the provided texts. Moreover, these was undeniable fact that being aware of MWEs and constant extraction those from authentic materials will definitely provide automatically usage of them during the speaking and writing processes.

Integral and Non-Integral Citations

Integral/Non-Integral Citations Explanations

Citation is the process of linking two related sources together to justify the ideas with the help of referencing. Two main methods of citation are existed: integral and non-integral.

Integral citations – are those that include authors name in a sentence, and the name is an integral component of the sentence and stands at the beginning. Only the year is enclosed in parentheses. They imply the author's stance (Charles &Pecorary, 2015).

Non-Integral citations – are the neutral indications of information and stance is here unstated. They usually come at the end of the sentence in parentheses including name/s and year (Charles &Pecorary, 2015).

Integral/Non-Integral Citations Examples

Both of the articles are dedicated to the learning process of multiword expressions in second language acquisition. *The article written by Boers, Bui, Deconinck, Stengers and Coxhead (2023) mainly emphasizes on significance of autonomy in the process of learning multiword expressions.* ***Those expressions are defined as lexical units with more than a single word**(Boers et al., 2023).*The article written by Jiang and Nekrasova (2000) discusses the cognitive mechanisms in learning phraseological units or formulaic sequences. **The term formulaic sequences is mainly used in scholarly literature (Jiang &Nekrasova, 2000).** (Find-Replace plagiarism part).* By analyzing both articles, we can perceive different viewpoints about the learning process of expressions in second language learning.

Several studies have been held in both articles to define the difficulties in recognizing and integrating the expressions into speech by the second language learners. *Boers, Bui, Deconinck,*

Stengers and Coxhead (2023) state that training students to identify the multiword expressions from the given text with the help of online dictionaries, ensures rising potential of the right usage of expressions in the speech of the students as well as in writing essays. (Find-Replace plagiarism part).

Reporting Verbs
Reporting Verbs Explanations

In the process of citation reporting verbs, help to link accurately integral citations to the information cited. Another term for reporting verbs is referring verbs. They are necessary to link in-text citation to the cited information. The most commonly used reporting verbs are state, claim, point out, say (Charles &Pecorary, 2015).

Reporting Verbs Examples

Reporting verbs that were used on the formative are *state*, *write*.

Develop students reading skills through critical reading and evaluation of various contexts. Hyland (2008) **states** that the procedure of reading in order to write is essential to Academic writing classes. During this process, students learn how text is constructed; also, text that they have read serves as an example for creating their own writings (Kocatepe, 2021). Focusing on productive skills rather than receptive ones reveals greater success during the process of introducing the EAP. McGrath, Berggren and Mezek (2016) **write** that the strategic reader always knows how to read and why to read in order to understand how to write.

Stance or Voice
Stance Explanation

During the process of writing any academic paper, students may be confused with the usage of personal pronouns whether explaining their own attitude, judgments, feelings and opinions. In this case being aware of *stance* helps them to construct their sentences appropriately. The samples of stance could be several grammatical and lexical means as if adverbials – *unfortunately,* clauses – *it is surprising that*, modal verb forms – *should* and noun preposition phrases – *the evidence of* (Charles &Pecorary, 2015).

Stance Examples

During this process, students learn how text is constructed; also, text that they have read serves as an example for creating their own writings (Kocatepe, 2021). **Moreover, I consider that,** focusing on productive skills rather than receptive ones reveals greater success during the process of introducing the EAP. McGrath, Berggren and Mezek (2016) write that the strategic reader always knows how to read and why to read in order to understand how to write.

Each book unit includes writing assignment with instructions on the writing process and an academic topic theme. Several processes, including brainstorming and outlining, developing thoughts, and revision of previous work, **should** explain this process.

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